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ABSTRACT

A content analysis of the 37 Caldecott Medal Award books was undertaken to determine to what extent these books, supposedly the models to which other children's picture story books should aspire, used stereotyped female images. Seven sex role behaviors were examined: the image of the female as subordinate to the other sex, as one who fails, as the nurturer, as the disciplinarian, as the caretaker of the home, as being seen mainly in the home environment, and as subordinate in business/professional occupations. The Content Analysis Form for the Female Image (CAFFI) was tested for reliability and used to record the frequency counts of the sex role behaviors that appeared in each of the books. Of the 14 hypotheses that were proposed, 11 were accepted, indicating that the female characters usually were portrayed as subordinate to the other sex in both the text and in illustrations. (RL)

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THE FEMALE IMAGE IN THE CALDECOTT MEDAL AWARD BOOKS

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CHAPTER ONE

One day Mr. Mallard decided he'd like to take a trip to see what the rest of the river was like, further on. So off he set. "I'll meet you in a week, in the Public Gardens," he quacked over his shoulder. "Take good care of the ducklings." Don't you worry," said Mrs. Mallard. "I know all about bringing up children." And she did.[1]

Robert McCloskey, Make Way for Ducklings, Caldecott Medal Winner, 1942

INTRODUCTION

The Caldecott Medal Books are identified as the "very best" picture story books for children from two to seven years old.[2]

To honor the artist's role in portraying the animated illustrated movement of the text, the 23-member awards committee of the American Library Association's Children's Services Division has given the bronze Caldecott Medal annually, from 1938, to the artist of the most distinguished picture book for children published in the United States during the preceding year.[3] The circular medal depicts a frantic galloping horse with an anguished rider, preceded by three fleeing geese and followed by three waving children and two nipping, yipping dogs--one of Randolph Caldecott's illustrations from The Diverting History of John Galpin (Cowper, 1878), considered by some to be still one of the funniest picture story books ever created.[4]

In recognition of the honor given to the illustrator, a gold paper seal representing the bronze medal is attached to the cover of the published book. This attractive gold paper replica is a prestigious award for picture

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[1]Robert McClosky, Make Way for Ducklings (New York: Viking Press, 1941, 1969).

[2]May Hill Arbuthnot, Dorothy M. Broderick, Shelton L. Root, Jr., Mark Taylor and Evelyn L. Wenzel, The Arbuthnot Anthology of Children's Literature, Third Ed. (Glenview, Illinois: Scott, Foresman and Company, 1971), p. 1079.

[3]Arbuthnot and Sutherland, op. cit., p. 789.

[4]Arbuthnot et al., op. cit., pp. 1085 and 1074.

books. This medal means distinction and fame for the author and artist, sometimes a possible sale of 60,000 or more books for the publishing company and often influences other publishers who look to the medal winners for advice, guidance and direction in what to publish for children.[5]

Statement of the Problem

Authoritative opinion and careful research have not dealt fully with the female image in these "very best" picture story books--The Caldecott Medal Award Books. Research has presented only 13 American dissertations relating to the female image in reading materials.[6] To this investigator's knowledge, no doctoral dissertation has dealt completely with the female image--human, animal and inanimate--by analyzing selected sex-role behaviors in all of the Caldecott Medal Award Books since 1938. No study has determined the content validity of the definitions used for selected sex-role behaviors used in the hypotheses for determining the extent of the stereotyping of the female image in the Caldecott Medal Books since 1938. No study has considered the sex-role behaviors categorized separately in a) text and b) illustrations. Thus, educators lack sufficient empirical data about the sex-role behaviors of the human, animal and inanimate female image in all the texts and illustrations in the Caldecott Medal Award Winners since 1938.

Significance of the Study

Since educators lacked empirical data about the sex-role behaviors of the female image in these award winning books, it seemed appropriate for a dissertation to be developed which: 1) established the content validity of the definitions used in the hypotheses describing sex-role behaviors for the human, animal and inanimate female image in the Caldecott Books, 2) established a content analysis form, an instrument used in the content analysis procedures, 3) established an inter-rater reliability for the instrument and 4) investigated selected sex-role behaviors for the female image in both the texts and the illustrations of the total population of these Award winning books from 1938 through 1974.

The investigator hopes that some authors, illustrators, librarians, parents, publishers, teachers, teacher-aides, principals, women's organizations and literary task force groups will examine the content of this study and will focus their attention on the obligation to make themselves and their children aware of the way in which books may help or hinder girls and

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[5]Alleen Pace Nilsen, "Women in Children's Literature," Paper presented at Workshop in Children's Literature, Modern Language Association Meeting, December 27, 1970, New York. See also Alleen Pace Nilsen, "Women in Children's Literature," College English (May, 1971), pp. 918-926.

[6]Patricia L. Roberts, "The Female Image in the Caldecott Medal Award Books" (Unpublished Ed.D. dissertation, University of the Pacific, Stockton, California, 1975).

boys in discovering who they are and what they might become. Youngsters can be encouraged by adults to examine critically materials which are modeling sex-role attitudes and behavior. Additionally, this study may be of help to teachers as a means of sharpening their awareness of the emphases in teaching about attitudes and behaviors related to the female image met by young students in the Caldecott Medal Award Books.

The medal winners are ordered by practically all children's librarians in the United States.[7] Often, teachers and parents encourage children to select the Caldecott Medal Winners for reading and viewing.[8] The above statements are impressive because they indicate the large involvement that some children may have with the Caldecott Medal books. The above statements become even more impressive when we recognize that some authorities have indicated that the reading of picture-story books may be one factor in the complex process of how girls and boys learn their appropriate sex roles.[9]

If, indeed, children's picture-story books for preschool ages may affect the sex-role socialization of youngsters, what then are the sex-role models which youngsters are viewing? If picture-story books such as the Caldecott Medal Award Winners are instructive vehicles, what do they contain that can be used to help develop or influence sex-role socialization? Are the sex-role models broadly or narrowly defined?

Purpose of the Study

It was the purpose of this study to perform a content analysis of the thirty-seven (37) Caldecott Medal Award Books. (See Bibliography, p. 44.) The investigator used the obtained data to determine to what extent the Caldecott Medal Award Books did stereotype the female image. The data were treated to answer these questions:

1. What was the judged frequency of each criterion category for each book? (See Hypotheses listed below.)

2. Where appropriate, what were the cumulative frequencies and proportions calculated for the entire population of the Caldecott Medal Award Books?

Hypotheses

1. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are subordinate to the other sex in the text as females more often than as males.

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[7] Nilsen, loc. cit.

[8] Nilsen, loc. cit.

[9] Lenore H. Weitzman, Deborah Eifler, Elizabeth Hokada and Catherine Rose, "Sex Role Socialization in Picture Story Books for Preschool Children," American Journal of Sociology, V 77 (May, 1972), p. 1127.

2. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are subordinate to the other sex in the illustration as females more often than as males.

3. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are failure-oriented in the text as females more often than as males.

4. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are failure-oriented in the illustrations as females more often than as males.

5. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are the nurturer of the family in the text as females more often than as males.

6. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are the nurturer of the family in the illustrations as females more often than as males.

7. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are the disciplinarians in the text as females more often than as males.

8. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are the disciplinarians in the illustrations as females more often than as males.

9. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are the caretakers of the home in the text as females more often than as males.

10. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are the caretakers of the home in the illustrations as females more often than as males.

11. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are in the home environment in the text as females more often than as males.

12. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are in the home environment in the illustrations as females more often than as males.

13. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are subordinate in business and in the professions in the text as females more often than as males.

14. The Caldecott Medal Award Books portray the human, animal and inanimate characters who are subordinate in business and in the professions in the illustrations as females more often than as males.

ASSUMPTIONS AND LIMITATIONS

Assumptions

The assumptions upon which this study was based are as follows:

1. The Caldecott Medal Award Books may exert influence on the young American female and male. The books are ordered by practically all children's libraries in the United States. Teachers encourage youngsters to read the Caldecotts. Parents look for these books to give to their children. The books often have sales of 60,000 or over and are used for guidance in what to publish.

2. The Caldecott Medal Award Books are read and viewed at a time when girls and boys are in the process of developing their own sexual identities. The books are viewed and read by the young American females from ages 2 to 7. The Caldecotts analyzed are primarily intended for children between the ages of 2 and 7 but in actual practice may encompass readers from other ages.

3. The reading range for these books as shown in the Children's Catalog provides a suitable basis for analyzing these books as they apply to young children.

4. Children's books contain materials which may have a strong potential to affect values, attitudes and sex-role orientation of children. Girls and boys' attitudes and values may be influenced by the sex-role models described in picture-story books that they read and view. Reading and viewing may have some impact on the reader. Activities of the human, animal and inanimate characters in the picture-story books may provide sex-role models of how people should conduct themselves. Through books, youngsters may learn what is expected of children their age, what they should be like when they grow up, learn what is considered right and wrong behavior, learn what other girls and boys do and say and feel and learn the acceptable standards of behavior for their sex. Stories in books are useful in inspiring girls and boys toward their present and future sex roles.

5. This role-influencing content, by the process of content analysis, can be identified, analyzed and tabulated by use of the constructed instrument, The Content Analysis Form for the Female Image (CAFFI).

6. The criteria used to determine the quality of character representation of the American female image are valid. The validity of the hypothetical constructs used in the hypotheses can be estimated so that the investigator had usable data. Reliability of the measuring instrument can be established.

7. The definition of terms taken from authoritative sources listed

in the Bibliography provide an acceptable foundation for the study.

8. Knowledge of the role models of the female image in the Caldecott Medal Award Books will contribute to a broader understanding of the stereotyping process in the society of the United States.

9. The data thus collected may be of value to authors, illustrators, teachers, teachers aides, women's organizations and task force groups concerned with sex-role models in children's books.

Limitations

This investigation was also based upon certain limitations which may restrict the applicability of the researcher's findings:

1. Those established by the stated scope of the study. The researcher used and examined only the Caldecott Medal Award Books between 1938 and 1974. The conclusions reached during the course of this investigation will be applicable only to the thirty-seven (37) books winning the award. This study, therefore, will not include any information pertaining to the runners-up or other books.

2. Those affected by any unintentional bias in surveying the Caldecott Medal Award Books and in the judging of the female image in the analysis of the books by the researcher and the raters and the jury of authorities.

3. Those affected by the differences due to individual differences between the researcher, the coders and the subject studied.

4. Those set by the investigator's lack of concern for the literary merit of these selected books and for the quality of the photographic value of the books.

5. Those established by the purpose of the instrument itself; it was designed to collect only data concerning the female image in the books analyzed; those inherent in and created by the nature, scope and design of an arbitrary instrument by which to measure the presence and frequency of the criterion categories in the books analyzed; those set by the validity of the hypothetical constructs used in the hypotheses; those set by the validity and reliability of the measuring instrument.

6. Those inherent in the nature of this study. It is not for the purpose of being representative of all children's literature and of the female image which other books may contain.

7. Those set by the investigator's concern to discover only the reported presence of the female image in the prescribed books

and not the internalization of these traits by the readers.

8. Those set by sources carefully searched manually; the investigator would have preferred to base the descriptive comments relating to the dissertations on the personal examination of the actual studies, however, this was not always possible. The cost of accumulating microfilm copies of many dissertations which were cited persuaded the investigator to base most of the annotations on abstracts of the studies rather than on examinations of the actual studies themselves. To compensate for this limitation, the researcher made an attempt to identify and personally review available publications of any dissertation which might have been printed in monograph or periodical form.

DEFINITION OF TERMS

Caretaker of the home: one who cleans and tidys around the house; shops for food; prepares the food, does the laundry, sews, provides clothes for the family; a person who takes charge and care of any place, thing or other person.

Disciplinarian: one who administers discipline or enforces order; one who demands and secures a high degree of conformity to certain rules.

Dominate: one that supervises a person, group, department, organization or operation; such a person having authority delegated by an employer to hire, transfer, suspend, recall, promote, assign or discharge another employee or to recommend such action. Examples: executives, doctors, lawyers, scientists, editors, store owners, architects, directors of programs, principals, etc.

Failure-oriented: an omission in performance, a deficiency or lack, a falling short of attaining one's desired end.

Home environment: one's dwelling place; abode of one's family; or the social unit or center formed by a family living together.

Illustrations: any form of exposition or elucidation; it may need to be amplified by words; it can itself amplify a text; it can be a drawing, a painting, a collage, or a photograph; it can be a thumbprint, a geometrical diagram, an ink blot or anything else that communicates.

Nurturer: takes care of sick members of the family, soothes, cares for scratches and hurt feelings; comforts, helps children with difficulties. One that feeds, rears, fosters, educates, brings up and trains.

Subordinate: placed in a lower order job; one supervised; holding a lower or inferior position or rank; lacking authority; falling under the authority of others. Examples: secretaries, nurses, clerks, service workers, teachers, etc.

Success-oriented: favorable attainment of a venture, attaining one's desired end.

Text: the main body of matter on a written or printed page.

CHAPTER TWO

So my mother's mother sent her to a convent to go to school. It was quiet and peaceful at the convent. The nuns were very gentle and never spoke loudly. My mother liked them.

They taught her to paint pictures and to speak French and Spanish and German and Italian, to do beautiful embroidery, and to play the organ. She liked that too.

Robert Lawson, They Were Strong and Good, Caldecott Medal Winner, 1941

REVIEW OF THE LITERATURE

The literature pertinent to the role of the female image in the Caldecott Medal Award Books has been reviewed in three categories: 1) Reading affects Children: Scholarly Opinion, 2) Reading affects Children: Research, and 3) Research Relevant to the Hypotheses of the Study about the Female Image in Selected Books.

In the last category, the examination of the literature is in four sections: 1) The Female Image in Selected Children's Textbooks, 2) The Female Image in Selected Children's Encyclopedias, 3) The Female Image in Selected Children's Tradebooks, and 4) The Female Image in Selected Adult Books.

This entire section dealing with the summary of research relevant to the hypotheses of the study about the female image in selected books was included to illustrate the potential of what is in books about the female which may influence readers. That books may influence the reader was, of course, an assumption of this study. If books could have no impact upon the reader, then there would have been little need for a study of the extent of the stereotyping of the female image in the Caldecott Medal Award Books.

READING AFFECTS THE READER: SCHOLARLY OPINION

As a result of the review of the literature concerning the effects of books on children, one cannot state that every book has the potential for

affecting every reader's development.[10] On the other hand, under certain circumstances, books may alter the reader's development. Authorities in this field seem to agree, although somewhat cautiously, that children may be affected by what they read. For example, Cianciolo, Kantrowitz, Koon, Limper and Riggs all present the technique of using books to help the readers comprehend or resolve their problems and view this technique as a positive influence on specific types of children.[11] Some, such as Porterfield, Zaccaria and Moses suggest reading books as an aid in influencing thinking and attitudes of students in normal classroom situations while Emerich, Newton, and Bruell see reading books as an aid in influencing thinking and attitudes of exceptional types of pupils.[12]

Some, such as Cooper, Bissett, Miller, Taba, Strickland and Squire, see books as aiding in the general development of values, attitudes, code of conduct,[13] while others such as Russell are quite specific and state that

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[10]Patricia L. Roberts, op. cit., pp. 47-77.

[11]P. J. Cianciolo, "Children's Literature Can Affect Coping Behavior," Personnel and Guidance Journal, 43 (May, 1965), pp. 897-903; see also Viola Kantrowitz, "Bibliotherapy with Retarded Readers," Journal of Reading, 11 (December, 1967), pp. 205-212; see also Judith F. Koon, "Cues for Teaching the Emotionally Disturbed: Turn On, Tune In, Drop Out," The Clearing House, XXXXIV (April, 1970), pp. 497-500; see also Hilda L. Limper, Michael Hirt and Elaine Tillman, "Library Services to Exceptional Children," Top of the News, Vol. 26, No. 2 (January, 1970), pp. 193-204; see also Corinne W. Riggs, Bibliotherapy--An Annotated Bibliography (Newark: International Reading Association, 1968).

[12]Austin Larrimore Porterfield, Mirror for Adjustment: Therapy in Home, School and Yourself Through Books (Fort Worth: Leo Potishman Foundation, 1970), see also Harold A. Zaccaria and Joseph B. Moses, Facilitating Human Development Through Reading: The Use of Bibliotherapy in Teaching and Counseling (Champaign, Illinois: Stipes Publishing Company, 1968); see also Lonnie L. Emerich, "Bibliotherapy for Stutterers: Four Case Histories," Quarterly Journal of Speech, 52 (Fall, 1966), pp. 74-79; see also Eunice S. Newton, "Bibliotherapy in the Development of Minority Groups Self Concept," Journal of Negro Education, XXXVIII:III (Summer, 1969), pp. 257-265; see also Edwin Bruell, "How to Block the Reading Blocks? Read!" Peabody Journal of Education, XXXIV (Spring, 1966), pp. 114-117.

[13]Bernice Cooper, "Using Children's Literature in the Elementary School," Georgia English Counselor, 17:3 (January, 1969), p. 2; see also Donald J. Bissett, "The Usefulness of Children's Books in the Reading Program" (Paper presented at the International Reading Association Conference, April, 1959); see also James E. Miller, "To Preserve Human-ness: Language and Literature in the 70's and Beyond," Elementary English, 47 (November, 1970), pp. 914-916; see also James R. Squire (ed.), "Gleanings from the Dartmouth Discussion," Response to Literature (Champaign: National Council of Teachers of English, 1968), pp. 56-67; see also Ruth Strickland, "What Thou Lovest Remains," Elementary English, XXXVIII, No. 2 (February,

books are an aid in identification,[14] influence a child's mind and course of action[15] and may help a child overcome her or his conflicts.[16]

READING AFFECTS THE READER: RESEARCH

One can state that under certain circumstances, listed and discussed below, books did alter a reader's development.

In the first circumstance, one can state that the placement of students does not seem to be a factor in the effect books have on a reader. Reading books has been reported as a positive influence on academic achievement on the educable mentally retarded (Limper, 1970), inmate student (Whipple, 1968), the inner-city child (Brocki, 1969), junior high underachievers (Waite, 1965), retarded readers (Kantrowitz, 1967), readers with emotional blocks (Bruell, 1966) and adolescent girls in a correctional agency (Limper, 1970).[17]

In the second circumstance, the subject matter did not appear to be a factor in altering a reader's development. In some cases, books based upon such topics as American Indians, adolescents, comic characters, contemporary

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1961), pp. 63-73; see also Hilda Taba, Literature for Human Understanding (Washington, D.C.: American Council of Education, 1948), p. 3.

[14]David H. Russell, "Identification Through Literature," Childhood Education, XXV (May, 1959), pp. 397-401.

[15]M. Bogdanov, "Literary Characters Influence on the Life of the Soviet Child," Journal of Educational Sociology, 35 (December, 1961), pp. 162-164.

[16]K. Friedlander, "Children's Books and Their Function in Latency and Pre-Puberty," American Image, 3 (1942), pp. 129, 50; see also David H. Russell and Caroline Shrodes, "Contributions of Research in Bibliotherapy to the Language Arts Program," School Review, LVIII (September and October, 1950), pp. 335-342 and 411-420.

[17]Edwin Bruell, "How to Block the Reading Blocks? Read !," Peabody Journal of Education, 44 (Spring, 1966), pp. 114-117; see also A. C. Brocki, "New Literature for Inner-City Students," English Journal, 58:8 (November, 1969), pp. 1151-1161; see also Viola Kantrowitz, "Bibliotherapy with Retarded Readers," Journal of Reading, 11 (December, 1967), pp. 205-212; see also Hilda L. Limper, Michael Hirt, and Elaine Tillman, "Library Services to Exceptional Children," Top of the News, Vol. 26, No. 2 (January, 1970), pp. 193-204; see also Dorothy D. Waite, "Therapy for Reading Ills," Pennsylvania School Journal, 114 (October, 1965), pp. 64-65; see also Charles M. Whipple, Jr., "The Effect of Short Term Classroom Bibliotherapy on the Personality and Academic Achievement of Reformatory Inmate Students" (Unpublished Ed.D. dissertation, University of Oklahoma, 1968).

young people, eskimos, economic status, racial bias, religious beliefs, social understandings and values produced attitude change[18] and in other cases, books based upon such topics as sportsmanship, peer relations and democratic practices did not produce an attitude change in economically disadvantaged students.[19] It appeared that other variables which are discussed next tended to cause the subject matter in books to be less influential than one might expect. There was one exception to this generalization about the influence of the subject matter in books. Books dealing with racial and ethnic relationships elicited attitudinal reactions in nearly every instance. The studies of Waples,[20] Fisher,[21] and Tauran[22] support this conclusion. It may be that these relationships are charged with emotion for a reader and that this emotion tends to overrule the previous thought processes concerning these relationships.

Russell[23] and Meckel[24] have written about the emotions of the reader. In 1958, Russell concluded after reviewing seventy-three studies about the impact of reading: "We are beginning to get clues about the kinds of

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[18]Frank L. Fisher, "The Influences of Reading and Discussion on the Attitudes of Fifth Graders Toward American Indians," Dissertation Abstracts, 26 (May, 1966), p. 6442; see also Isabel Rogers, "Some Effects of the Reading and Discussion of Stories on Certain Values of Sixth-Grade Pupils," Dissertation Abstracts, 25 (December, 1964), pp. 3427-3438; Rouland Herman Tauran, "The Influence of Reading on the Attitudes of Third Graders Toward Eskimos," Dissertation Abstracts, 28 (May, 1968).

[19]Virginia Ponder, "An Investigation of the Effects of Bibliotherapy and Teachers' Self-Other Acceptance on Pupils' Self Acceptance and Reading Achievement Scores" (Unpublished Ed.D. dissertation, University of Southern Mississippi, 1968); see also Mary Hilton Appleberry, "A Study of the Effects of Bibliotherapy on Third-Grade Children Using a Master List of Titles from Children's Literature" (Unpublished Ed.D. dissertation, University of Houston, 1969).

[20]Douglas Waples, Bernard Berelson, and Frank Bradshaw, What Reading Does to People: A Summary of Evidence on the Social Effects of Reading and a Statement of Problems for Research (Chicago: University of Chicago Press, 1940), p. 8.

[21]Frank L. Fisher, "The Influences of Reading and Discussion on the Attitudes of Fifth Graders Toward American Indians," Dissertation Abstracts, 26 (May, 1966), p. 6442.

[22]Rouland Herman Tauran, "The Influence of Reading on the Attitudes of Third Graders Toward Eskimos," Dissertation Abstracts, 28 (May, 1968).

[23]Russell, op. cit.

[24]Henry C. Meckle, "Research on Teaching Composition and Literature," Handbook of Research on Teaching, N. L. Gage (ed.) (Chicago: Rand McNally and Company, 1963).

reactions we can expect from individuals of different backgrounds, interest and personality, but it is difficult to disentangle the influence of reading from those of other activities."[25] Russell's statement was reiterated by Meckel in 1963. Meckel also indicates that the study of responses to literature may be complicated by reaction effects of a reader's subconscious motivations. Meckel writes, ". . . Thus, an adequate description of responses to literature requires analysis not only in terms of literary components or surface motivations, but also in terms of the insights of clinical psychologists into human personality."

In the third circumstance, the form of the books did not appear to be a significant factor in altering a reader's development. Books of several types were used--comic books, short stories, long stories, selections from children's literature, paperback literature, commercial magazines, supplementary books and original materials.[26]

In the fourth circumstance, the style of the reading material did not appear to be a significant factor in altering a reader's development. Several styles were used--comic books, poetry, prose, original materials, sports writings and short, fast-moving fiction.[27]

On these two circumstances, the form of the books and the style of

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[25]Russell, op. cit.

[26]L. Bener and R. Lourie, "The Effect of Comic Books on the Ideology of Children," American Journal of Ortho-Psychiatry, XI (July, 1941), pp. 540-550; see also Gaston E. Blom et al., "Content of First-Grade Reading Books," The Reading Teacher, 21:4 (January, 1968), pp. 317-323; A. C. Brocki, "New Literature for Inner-City Students," English Journal, Vol. 58, No. 8 (November, 1969), pp. 1151-1151; Bernice Cooper, "Using Children's Literature in the Elementary School," Georgia English Counselor, Vol. 17, No. 3 (January, 1969), pp. 1-3; Joan Marder, "Using Children's Novels as Starting Points for Discussion," The Use of English, XX (Spring, 1969), pp. 228-238; Adolph R. Stadel, "Using Books to Help Children," Michigan Education Journal, VL (November, 1967), p. 10.

[27]George Bovyer, "Stories and Children's Concepts of Sportsmanship in the Fourth, Fifth and Sixth Grades," Elementary English, XXXIX (December, 1962), pp. 762-765; see also Mary Appleberry, "A Study of the Effects of Bibliotherapy on Third-Grade Children Using a Master List of Titles from Children's Literature" (Unpublished Ed.D. dissertation, University of Houston, 1969); see also Lonnie Carton, "The Use of Original Developmental Literature as a Projective and Therapeutic Technique in Late Childhood" (Unpublished Ed.D. dissertation, Pennsylvania State University, 1936); see also John Telford, "Comparison of Student Responses to a Collection of Original Stories, Poetry, and Discussion Lessons" (Unpublished Ed.D. dissertation, Wayne State University, 1968), 239 pp.; Rudolph Wiggins, "A Comparison of Children's Interest in and Attitude Toward Reading Material Written in Standard and Black English Forms" (Unpublished PH.D. dissertation, Ohio State University, 1971), 135 pp.

the reading material, Kantrowitz summarized:

> . . . I found that . . . if one could find meaningful reading that answered that individual's particular needs, one could achieve gratifying results in progress in learning different attitudes toward books (and) sometimes (achieve) a better self-concept over a period of time.[28]

In the fifth circumstance, the length of the study was not a factor in producing attitudinal changes in readers. The studies ranged in time from three weeks to one year. This factor was evident in the studies of Fisher (three weeks) Appleberry (nine weeks), Waite (eighteen weeks), Ponder (five months), and Taba (one year).[29]

In the sixth circumstance, the studies which provided discussion were more effective in producing attitude changes than the studies without discussion. This was evident in the work of Taba, Loban, Fisher, Lewis, Limper, Hirt, and Tillman.[30] It may well be that this discussion time allowed for conclusions to be drawn and thus increased the likelihood of attitude change. Crosby's suggested discussion technique and its success, first reported by Loban in 1954, then by Taba in 1955, is approved by other authorities in the field. Meckel restates the validity of the discussion method and writes:

> Since pupils left to their own resources are likely not to acquire the insights desired by the teacher, the discussion method is of great significance in the effective teaching of literature. Through discussion, the teacher can lead pupils to perceptions and discoveries that they are not likely to apprehend or understand without his (her)

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[28]Kantrowitz, op. cit., p. 212.

[29]Frank L. Fisher, "The Influences of Reading and Discussion on the Attitudes of Fifth Graders Toward American Indians," Dissertation Abstracts, 26 (May, 1966), p. 6442; Mary Hilton Appleberry, "A Study of the Effects of Bibliotherapy on Third-Grade Children Using a Master List of Titles from Children's Literature" (Unpublished Ph.D. dissertation, Columbia University, 1951); see also Dorothy D. Waite, "Therapy for Reading Ills," Pennsylvania School Journal, LXIV (October, 1965), pp. 64-65; see also Virginia Breaseale Ponder, "An Investigation of the Effect of Bibliotherapy and Teachers' Self-Other Acceptance on Pupils' Self Acceptance and Reading Achievement Scores" (Unpublished Ed.D. dissertation, University of Southern Mississippi, 1968); see also Hilda Taba, With Perspective on Human Relations: A Study of Peer Group Dynamics in an Eighth Grade (Washington, D.C.: American Council of Education, 1955).

[30]Taba, op. cit.; see also W. Loban, Literature and Social Sensitivity (Champaign, Illinois: National Council of Teachers of English, 1954); Fisher, op. cit.; Limper et al., op. cit.; see Table I; Lewis, "Some Effects of the Reading and Discussion of Stories on Certain Values of Sixth-Grade Pupils," Dissertation Abstracts, 25 (December, 1964), pp. 3427-3438.

guidance.[31]

Reading is a highly individualized process which should be taken into consideration when discussing books and their effect on the reader. The late David H. Russell has given us some insightful comments concerning children and personality development in relation to reading books. Russell believed that books for children are one of the main sources at work in helping a child to develop a personality. Russell considered literature for young persons one of the more significant avenues toward identification from the time of early childhood. Russell developed hypotheses on the possible role of identification through books and suggested that (1) identification, being an active process, may help in the socialization, mental health values and values and peer group associations of the child; (2) the child identifies most easily with a character resembling himself; and (3) the child can distinguish between reality and the fantasy of identification after approximately three years of age.[32] As Russell indicated, if a child identifies most easily with a character resembling himself, then no two people's attitudes are going to be affected to exactly the same degree by a book. Thus, a book which might cause considerable attitude modification for one individual may not affect another person at all. A person's background must be taken into consideration when discussing books and their effect on a child's development.

A reader's socio-economic status must be taken into consideration when discussing books and their effect on the reader. This point comes into focus through the studies of Ponder[33] and Appleberry.[34] The reading of books produced no significant increase in self-acceptance scores or reading achievement scores of economically disadvantaged pupils. In contrast, Appleberry's study showed that the highest socio-economic level children scored significantly higher on CTP than the lowest socio-economic children after reading books. Reading books did affect the personalities of the highest socio-economic third graders in a positive way.

A reader's sex must be taken into consideration when discussing books and their effect on the reader. This point came into focus through the

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[31]Meckle, op. cit.

[32]Russell, op. cit.

[33]Virginia Breaseale Ponder, "An Investigation of the Effects of Bibliotherapy and Teachers' Self Acceptance on Pupils' Self Acceptance and Reading Achievement Scores" (Unpublished Ed.D. dissertation, University of Southern Mississippi, 1968).

[34]Mary Hilton Appleberry, "A Study of the Effect of Bibliotherapy on Third-Grade Children Using a Master List of Titles from Children's Literature" (Unpublished Ed.D. dissertation, University of Houston, 1969).

studies of Tregaskis,[35] Limper, Hirt and Tillman[36] and Wiggins.[37] Reading was sex-typed as feminine by first grade boys. Adolescent boys did not show significant change from reading books, while adolescent girls' groups changed significantly in behavior. In contrast, Wiggins' study showed that fifth grade boys appeared to have greater change in attitude when in reading-discussion groups than the girls. It is possible that the reading which is identified as a feminine-type activity could be the causative factor in the studies of Limper, Hirt and Tillman and Tregaskis. Furthermore, fourth, fifth and sixth grade students' attitudes were not altered as much by reading books, except in the case of values or of racial and ethnic subject matter, as were the attitudes of third graders, junior high students and college students. The studies of Waples,[38] Taba,[39] Livengood,[40] Tauran,[41] and Appleberry[42] corroborate this point. Possibly the young child's close identification with the home value may have influenced his reaction to the books. In contrast to this, the tendency for the junior high student and college student to be independent may have caused them to be subject to attitude alteration by the books.

Examination of thirty-one professional opinions, some supported by case studies and research which are representative of this field (see Table 1, page 17), shows that attempts have been made to enable one to select certain books for certain children for certain known results. This idea lacks conclusive support. Opinions are valuable but not always supported by documented observations or carefully designed experiments. Case studies are encouraging but often lack complete data of the post disposition of specific

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[35]George Kelsey Tregaskis, "The Relationship Between Sex Role Standards of Reading and Reading Achievement of First Grade Boys" (Unpublished Ed.D. dissertation, State University of New York at Albany, 1972), pp. 1-207.

[36]Hilda L. Limper, Michael Hirt, and Elaine Tillman, "Library Services to Exceptional Children," Top of the News, Vol. 26, No. 2 (January, 1970), pp. 193-204.

[37]Rudolph Valentino Wiggins, "A Comparison of Children's Interest in and Attitude Toward Reading Material Written in Standard and Black English Forms" (Unpublished Ph.D. dissertation, Ohio State University, 1971), pp. 1-135.

[38]Waples, op. cit.

[39]Hilda Taba, With Perspectives on Human Relations: A Study of Peer Group Dynamics in an Eighth Grade (Washington, D.C.: American Council on Education, 1955), pp. 207-213.

[40]Dorothy Kroft Livengood, "The Effect of Bibliotherapy Upon Peer Relations and Democratic Practices in a Sixth Grade Classroom," Dissertation Abstracts, 25 (December, 1964), pp. 3437-3438.

[41]Tauran, op. cit.

[42]Appleberry, op. cit.

Table 1

Reading Affects Children
Summary of Selected Contributions, 1965 Through 1970[1]

CONTRIBUTION	Cianciolo	Bruell	Emerich	Homze	Rosenfeld	Kantrowitz	Rollins	Stadel	Porterfield	Moses	Zaccaria &	Ponder	Riggs	Whipple	Appleberry	Brocki	Faust	Francis	Amidon	Marder	Newton	Salmon	Hornburger	Harris	Koon	Limper	Ross	Dufour	Strauss &	Waite	Zaccaria
	1965	1966				1967				1968					1969								1970								
Teachers are capable of using process of identification through reading.	X		X	X		X	X	X		X	X	X	X	X			X	X				X		X	X		X	X	X		X
Courses of studies and bibliographies are aids.	X	X		X	X		X		X	X	X		X				X		X	X	X	X	X	X	X		X	X	X		X
Reading of books influences some children's academic achievement.		X				X								X	X											X					
Reading of books influences some children's personalities.													X	X												X				X	
Reading of books influences some children's thinking and attitudes.		X	X			X			X				X	X											X	X		X	X		
Reading of books influences some children's behavior.	X			X		X							X				X								X	X					
Reading of books affects a wide range of intellectual abilities and types of children.	X	X	X	X		X								X	X	X	X							X	X	X	X			X	X
Reading of books seems of great promise as a teacher's technique in helping children comprehend or resolve problems.	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X		X	X		X	X	X	X				X
Opinions supported by documented observations or research.			X	X	X	X		X		X	X	X		X	X	X			X						X	X		X	X	X	X

[1]Roberts, op. cit. See the bibliography for complete publication information.

children and the long-term effect of reading books.

Case studies reported by professionals indicate that reading of books is a positive influence on stutterers' objective analyses of their problems, on thinking and behavior of emotionally disturbed children, and on retarded readers' attitudes and self-concepts.

Research presents the reading of books as a positive influence on the inner-city child when he/she uses specific books written for him/her,[43] and on the personalities of third-graders from different socio-economic levels,[44] the reading achievement of junior high underachievers,[45] the attitudes and academic achievement of inmate students,[46] and retarded readers,[47] and the behavior and self-perceptions of educable mentally retarded pupils and adolescent girls in a correctional agency.[48] The reading of books was reported to be ineffective on the self-acceptance scores and reading achievement scores of economically disadvantaged sixth graders.[49]

It can be concluded, therefore, that some readers under specific conditions mentioned above, may undergo attitude change, while other readers may not.

The Female Image in Selected Children's Textbooks

It is when one moves to the research in this area that the reasons for the great wealth of opinions and charges of female stereotyping in books begins to become apparent. Numerous investigations of the female image in selected textbooks for children were reviewed in this section. This research was placed into three classifications for summary purposes:

1. Studies pertinent to the female image in reading books were abstracted;
2. A synopsis of the research germane to the social studies texts was presented; and
3. An investigation dealing with English and Science texts was given.

To begin with, it was evident that children's readers have received more attention than other texts. Reading pre-primers, primers and books used in first, fifth, sixth, ninth and tenth grade, show in text and

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[43]Brocki, op. cit.

[44]Appleberry, op. cit.

[45]Waite, op. cit., pp. 64-65.

[46]Kantrowitz, op. cit.

[47]Whipple, op. cit.

[48]Limper, op. cit.

[49]Ibid.

illustration, that they are masculine in focus.[50]

The female image has been presented as showing affiliation, nurturance and harm-avoidance behavior.[51] DeCrow stated that females lacked same-sex friendships, but had friendships with boys. DeCrow corroborated the work of Child, Potter, and Levine when his study reported that the female characters were shown as fearful, dependent and passive, i.e., always watching other people do things.[52] Jacklin and her colleagues found that the young female was significantly more often displayed as a character developed in fantasy and in carrying out directive behaviors.[53] When young, the female is the recipient of positive consequences of the activities, and when older, the female is the recipient of neutral consequences of the activity.[54]

Child, Potter, and Levine report that there is striking differential roles by sex in older editions of readers.[55] Wiberg and Trost see this as

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[50]I. L. Child, E. H. Potter, and E. L. Levine, "Children's Textbooks and Personality Development: An explanation of the Social Psychology of Education," Psychological Monographs, 60, No. 3 (1946), pp. 1-54; see also Irvin L. Child, Elmar H. Potter, and Estelle M. Levine, "Children's Textbooks and Personality Development: An Exploration in the Social Psychology of Education," Human Development, 2nd ed., Haimoweitz and Haimoweitz, eds., pp. 246-355; see also Stinson Ezell Worley, "The Relationship Between Developmental Task Situations and Children's Interest in Stories" (Unpublished Ed.D. dissertation, North Texas State College, 1961), pp. 1-118; Dissertation Abstracts: 61-6208; see also Mary Francis Yeazell, "A Qualitative Analysis of the Value Content of Selected Literature for Ninth Grade English" (Unpublished Ed.D. dissertation, University of Illinois, 1966), pp. 1-180; Dissertation Abstracts: 27-11A-3788; see also Jamie Kelem Frisof, "Textbooks and Channeling," Women: A Journal of Liberation, 1:1 (Fall, 1969), pp. 26-28; see also Gail Ann Vincent, "Sex Differences in Children's Textbooks: A Study of the Socialization of the Female" (Unpublished manuscript, 1970), 20 pp.; see also M. B. U'Ren, "The Image of Women in Textbooks," Woman in Sexist Society: Studies in Power and Powerlessness, eds. V. Gornick and B. K. Moran (New York: Basic Books, 1971); see also Dianne Bennet Graebner, "Decade for Sexism in Readers," The Reading Teacher (October, 1972), pp. 52-58; see also C. Jacklin, M. Heuners, H. N. Mischell, and C. Jacobs, "As the Twig is Bent, Sex Role Stereotyping in Earlier Readers" (Unpublished manuscript, Department of Psychology, Stanford University, 1972).

[51]Child, Potter, and Levine, op. cit.

[52]K. DeCrow, "Look, Jane, Look! See Dick Run and Jump, Admire Him!" Sex Differences and Discrimination in Education, ed. S. Anderson (Worthington, Ohio: Charles A. Jones, 1972).

[53]Jacklin et al., op. cit. [54]Ibid.

[55]Child et al., op. cit.

ambiguity in sex role in relation to the activities depicted.[56] In a similar manner Graebner sees a continual tendency toward sex typing activities in the new editions of readers.[57] In contrast to this, Bloom, Waite and Zimet point out that in some series the stories depicted activities in which both girls and boys engage, thus not registering a clear differentiation in sex roles.[58] However, Zimet states that sex role models were inappropriate and limited in their scope.[59] Failure outcomes were not related more to one sex than to another sex.[60] One exception was that "help" was needed more frequently by females in male-associated activities during the publishing period of 1921-1966.[61]

The female image has been reflected mainly in school and in the home.[62] From Zimet's reports, one can discern that the occupational sex role models have not been diffuse for females.[63] When employed outside the home, the female has worked as a teacher or a nurse, all of whom were labeled "Miss" implying that no married women work.[64] In contrast to this, Graebner reported that more occupations for females were beginning to appear in the new editions of the texts.[65]

Only two textbook studies mentioned the animal and inanimate image. Bloom, Waite, and Zimet reported that some folk tales consisted of animals with human characteristics and other anthropomorphized figures such as toys, flowers, trains, buses and pancakes.[66] Graebner reported that animals were less typed by sex in the new editions of the texts.[67]

The social studies textbooks have had less attention than readers.

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[56]John L. Wiberg and Marion Trost, "A Comparison Between the Content of First Grade Primers and the First Choice Library Selections Made by First Grade Students," Elementary English (October, 1970), pp. 792-798.

[57]Graebner, op. cit.

[58]Gaston E. Bloom, Richard R. Waite, and Sara Zimet, "Content of First-Grade Reading Books," The Reading Teacher, 21:4 (January, 1968), pp. 317-323.

[59]Sara Florence Goodman Zimet, "Sex Role Models in Primary Reading Texts of the United States: 1600-1966" (Unpublished Ed.D. dissertation, University of Denver, 1968), pp. 1-321.

[60]Ibid.

[61]Ibid.

[62]Bloom, Waite, and Zimet, pp. 317-343; see also Jac'.in et al., op. cit., pp. 386-405.

[63]Zimet, op. cit.

[64]DeCrow, op. cit.

[65]Graebner, op. cit.

[66]Bloom, et al., op. cit.

[67]Graebner, op. cit.

As far as this investigator can determine, only three studies have recorded the female image in social studies texts. DeCrow, who studied social studies textbooks as well as readers, again maintained that the female image was fearful, dependent and passive while boys showed initiative, creativity and did things.[68] Again, friendships between girls were rare. There was no diffusion of occupational roles for the female. The female was seen as working outside the home only as a teacher or nurse.[69] Frisof found that men were shown in or described in over 100 different jobs, while women were shown in less than 30 different jobs--all of which were in a service capacity, i.e., serving people or helping men to do more important work.[70] U'Ren reported male dominated stories and stated that the females were in 15 percent of the illustrations.[71] In a similar manner, Frisof found that illustrations show men or boys more than seven times as often as women or girls.[72] No mention was made of the animal or inanimate female image in any of these studies.

One English series and several selected [illegible] have been the source of data for the following two studies [illegible] selected texts, Radlow reported that none of the texts [illegible] roles of women in science, past or present.[73] [illegible] reported that many pictures were accompanied by [illegible] fied as to sex (such as I, me, we, and they) which were all [illegible]

Only one mention was made of an animal or [illegible] female image in these studies: U'Ren used the following as an example how illustrations might diminish the female image. In the prose story, Daphne, she is shown only as a transformed laurel tree. In this three section story, Daphne enters the story in the second section. Thus, even when the story is about a female, the actual picture is an inanimate image and the textual representation is a diminishing one.

Hence, one can conclude that the female image, human, animal or inanimate is a minor one in textbooks used for English, reading, social studies and science. In addition to this, it can be said that the activities, occupational roles and personality traits ascribed to the female characters in these books seem limiting and thus maybe restrictive in presenting experiences to the female. It appears that the female image in selected children's textbooks is a stereotyped one.

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[68]DeCrow, op. cit.

[69]Ibid.

[70]Frisof, op. cit.

[71]U'Ren, op. cit.

[72]Frisof, op. cit.

[73]Ann Radlow, Co-Chairperson, Textbook Task Force, San Diego Radlow Chapter, N.O.W., in letter about "Discussion and Recommendations" sent to Mr. Robert A. Bennett, Program Division, Education Center, 4100 Normal Street, San Diego, California 92103 on June 25, 1972.

[74]U'Ren, op. cit.

Summary of the Female Image in Selected Encyclopedias for Children. Kraft's study was illustrative of what information is found in selected children's encyclopedias about the roles and problems of women, past and present.[75] Kraft found significant omissions from history indicating specific kinds of bias against women. There were no role assignments or illustrations for the female except those showing her as a housewife. There was a lack of actual female names, lack of quoted-from-the-female material, and a lack of noticing attributes of women other than their physical attributes. There was no glorification of the female in the social milieu. Hence, one can conclude that the information in the children's encyclopedias about women is limiting and thus restricting to the female. No mention was made of the female animal with human characteristics or of anthropomorphized figures with human characteristics.

Summary of the Female Image in Selected Trade Books for Children. The first summary statement is that the studies reviewed pointed to the conclusion that the female image in children's trade books is rarely seen.[76] The image is a minor one. For instance, the Feminists on Children's Literature found that in the Newbery Award Winning Books, the books about boys outnumbered the girls three to one.[77] The Feminists group also reported that in the American Library Association's List of recommended books for 1969, there was a ratio of two boys to one girl.[78] In the categories of "Boys and Girls," "Growing Up" and "Sports" on the Child Study Association List, the boys dominated the stories.[79] A sex-role study committee also found "overwhelming maleness" in library books at Woodward School.[80] Fisher corroborated this male dominance when she reported that in selected books for young children from selected bookstores and libraries, there were five times as many male characters as female.[81] The male dominance is not limited to Anglo-American stories, but it is also found in 100 books about Puerto Ricans studied by the Council on Interracial Books for Children.[82]

The second summary statement is that when the female image is seen,

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[75]Linda Kraft, "Lost Her Story: The Treatment of Women in Children's Encyclopedias," Library Journal (January 15, 1973), pp. 218-227.

[76]Roberts, op. cit., pp. 114-128.

[77]Feminists on Children's Literature, "A Feminist Look on Children's Books," The Third Year: Women's Liberation (Bell and Howell, Drawer E, Wooster, Ohio 44691, 1970), pp. 30-36.

[78]Ibid. [79]Ibid.

[80]Barbara Harrison, "Feminist Experiment in Education," The New Republic (March 11, 1972), pp. 13-15.

[81]Elizabeth Fisher, "Children's Books: The Second Sex, Junior Division," The New York Times Book Review, Part II (May 24, 1970), pp. 6, 44.

[82]Council on Interracial Books for Children, "100 Children's Books

the female image is shown in a manner that could be considered limiting and restrictive to the female. Stewig and Higgs found that in picture-story books, the female image was a subordinate and home-related one, performing dull and uninteresting tasks.[83] The Council on Interracial Books for Children called these tasks constrictive.[84] Elkins reported that themes involving married women have not been unpopular with authors and illustrators of the Caldecott and Newbery Winners.[85] An exception to this dull and uninteresting image was pointed out by Stavn's study of novels which illustrated that the female image of girl friend and mothers of teenage boys were often unrealized and unpleasant characters.[86]

The female has been seen as a semi-professional. She works in cafeterias, factories, and the post office. She has been a flower vendor, a gypsy, a fat lady in a circus, and a streetcar conductor.[87] As a professional, she has been restricted to being a librarian, a nurse, or a teacher.[88] Teaching was considered a woman's occupation as the most prevalent job for the female outside the home. Interestingly, Kauffman, who studied teacher characteristics in modern juvenile fiction, suggested that the actual status allowed teachers in society was found to lag slightly behind the fictional picture.[90]

Thus, the studies in this section have led to some interesting findings. The female image in childrens trade books appears to be a minor and a restricted one. Regardless of the age in question, females were clearly shown to be subordinate, performing dull, uninteresting and constrictive

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About Puerto Ricans: A Study in Racism, Sexism and Colonialism," Interracial Books for Children (29 West 15th Street, New York, New York 10011, Spring, 1972).

[83]John Stewig and Margaret Higgs, "Girls Grow Up to be Mommies: A Study of Sexism in Children's Literature," Library Journal (January 15, 1973), pp. 236-241.

[84]Council on Interracial Books for Children, op. cit.

[85]Hilda Arnold Elkins, "An Analysis of the Social and Ethnic Attributes of the Characters in Children's Books Which Have Won Awards" (Unpublished Ed.D. dissertation, North Texas State University, 1967), pp. 1-106.

[86]Diane Gersoni Stavn, "The Skirts in Fiction About Boys: A Maxi Mess," School Library Journal Book Review (January, 1971), pp. 66-70.

[87]Stewig and Higgs, op. cit.

[88]Ibid.

[89]Ibid.

[90]Melva Grace Kauffman, "An Analysis of the Teacher as Portrayed in Modern Juvenile Fiction" (Unpublished Ed.D. dissertation, Columbia University, 1962).

tasks in the home more than the male in the majority of the studies reviewed. The older female is often seen as married. When she is the girl friend or the mother of a teenage boy, she is shown with unpleasant characteristics or as an unrealized person. When employed, she is seen most often as a teacher.[91]

No study recorded the female image as an animal with human characteristics or as an anthropomorphized figure.

Summary of the Female Image in Selected Adult Books. The findings of the studies concerned with the question of the female image in selected adult books revolved around two interesting characteristics: 1) the female as employed and 2) the female as deficient in some way.

To begin with, the studies presented the employed female as single. For example, Taylor reports that the professional woman is seen as single, young, well-educated, well-groomed, attractive and sophisticated.[92] However, the independence of single women as eminent or successful is not seen in novels, according to Deegan.[93] The possibility of a distorted fictional picture was presented by Deegan, who concluded that cultural lag did exist in the novels' image of the single woman for the novels perpetuated passé stereotypes.[94] Again, this distortion was supported by Taylor's work which indicated that the marital status of career women is badly distorted in favor of single women and that fiction inadequately reflects the actual job distribution of women in the labor force.[95]

Turning to the studies of the teacher image, one finds that teaching is thought of as a woman's occupation.[96] Deegan supports this when she found that one of the five major stereotypes for single women in novels was teaching, followed by being domestics, dressmakers, gossippers, and maiden sisters.[97] Again, the possibility of distorted literary images was supported by Furness who extended Foff's study and came to the same conclusion--that the teacher stereotypes in fiction were far removed from the actual position

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[91]Dorothy Deegan, The Stereotype of the Single Women in American Novels (New York: Kings Crown Press, 1951).

[92]Mary Emily Taylor, "Employed Women in Recent Periodical Short Fiction: The Fictionalized Portrait of Employed Women Projected Against a Background of Factual Data" (Unpublished Ed.D. dissertation, Indiana University, 1955), pp. 1-196.

[93]Dorothy Deegan, op. cit.

[94]Ibid.

[95]Taylor, op. cit.

[96]Kauffman, op. cit.

[97]Deegan, op. cit.

of the contemporary school teacher.[98,99]

In contrast, to Furness and Foff's conclusions, Nissman found that the teacher image was weighted toward the admirable and not stereotyped as much as expected.[100] Chilcott supported this finding when he reported that the stereotype of the female school teacher was in a state of change as the traditional and unflattering stereotype was disappearing.[101] Chilcott suggested that the new stereotype was more typical of the middle class, socially active housewife.[102]

This again raises the possibility of a distorted fictional image of the female and also emphasizes the point that the changes in the literature as reported by Nissman and Chilcott may not be occurring in the actual status of teachers in society.

Last, the research involving the female image as being deficient in some way must be considered. Bandel, for instance, reported that Shakespeare adopted the attitude of writers of his age in emphasizing the sex role of women and in showing that women were deficient in the full comprehension of the other person's point of view.[103] The female image in the 19th century French literature was shown as the "fatal woman" who was perverse, imaginative in crime and performed unnatural acts that were repulsive.[104] Wallace suggests that the female image as a symbol of evil was a result of the male's subconscious apprehensions about the female.[105]

Harris, after a study of the writings of Shaw, Hardy, Meredith,

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[98]Edna Furness, "The Image of the High School Teacher in American Literature," Educational Forum, 24 (May, 1960), 457-464.

[99]Arthur Raymond Foff, "Teacher Stereotypes in the American Novel" (Unpublished Ed.D. dissertation, Stanford University, 1954).

[100]Albert Nissman, "An Investigation into the Image of the Teacher as Reflected in Selected American Short Stories Published Between 1900-1964" (Unpublished Ed.D. dissertation, Pennsylvania State University, 1965), pp. 1-234.

[101]John H Chilcott, "The School Teacher Stereotype: A New Look!" The Journal of Educational Sociology, 34 (May, 1961), 389-390.

[102]Ibid.

[103]Betty Bandel, "Shakespeare's Treatment of the Social Position of Women" (Unpublished Ph.D. dissertation, Columbia University, 1951).

[104]Albert Harlon Wallace, "The Fatal Woman in French Literature of the Nineteenth Century" (Unpublished Ph.D. dissertation, The University of North Carolina, 1960).

[105]Ibid.

Gissing, Ellis, Mills, Ruskin and Eliot, concluded that these writers held a pessimistic view of the possibilities of women's emancipation and in their writings suggested that a large-scale revision of society was the only answer to the question of women's emancipation.[106]

Finally, one may reach the conclusion on the basis of the two different categories of studies reviewed that the concept of the female image in literature is not completely true to life. The possibility of distorted literary images of the female has been emphasized by Deegan, Taylor, and Kauffman.[107]

In summary, the career woman is seen as single. The employed female is seen mainly as a teacher. The unemployed female is married and often carried the image of a middle-class, socially active housewife. Occasionally women characters have been seen as deficient in the comprehension of the other person's point of view and as a symbol of evil. From the writings of eight authors, one answer to the question of women's emancipation is a large-scale revision of society.

SUMMARY OF THE RESEARCH RELEVANT TO THE HYPOTHESES OF THE STUDY ABOUT THE FEMALE IMAGE IN SELECTED BOOKS

This section reviewing the research relevant to the hypotheses of the study about the female image in selected books may illustrate the potential of what is in books about the female which may influence the reader.

First, the female image shows affiliation, nurturance and harm-avoidance behaviors. She has friendships with boys but not with girls. The female is shown as fearful, passive, dependent and often needing "help" in male associated activities. This is not realistic. For example, females are not shown as superior in artistic properties of art as they really are.[108] Houseman reported that at all ages, females excel over males in art characteristics such as attitude, knowledge of art and motivation toward participation in art.[109] Females are not shown operating machines as they really can. From his review of the literature on the female as mechanistic

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[106]Katherine Sumner Harris, "The New Woman in the Literature of the 1890's" (Unpublished Ph.D. dissertation, Columbia University, 1963), pp. 1-258.

[107]Deegan, op. cit.; see also Taylor, op. cit.; see also Kauffman, op. cit.

[108]Jerry P. Houseman, "A Study for Selected Walt Disney Screen-Plays and Films and the Stereotyping of the Role of the Female" (Unpublished Ed.D. dissertation, University of the Pacific, April, 1973), pp. 164-165.

[109]Ibid.

or not mechanistic, Houseman reported that he found no sex differences in female and male ability to operate mechanisms requiring finger movement or in the operation of test machinery due to reaction time.[110]

When young, the female is the recipient of positive consequences of activities and when older, the female is the recipient of neutral consequences of the activities. That the female is seen as passive may be due to the fact that research reports show that males are more aggressive than females, which conforms to cultural expectations.[111] These expectations are then recorded in the literature. We see the female as limited to behaviors and activities centered around four main characteristics--being afraid, being passive, being dependent, and being the nurturer.

When older, the married female is seen mainly in the home while the single female is stereotyped in five roles: domestics, dressmakers, gossippers, maiden sisters, and teachers. Teaching is considered a woman's occupation and is most prevalent for employed female characters. As a professional, she is also seen as a nurse or librarian, and often labeled "Miss" in these roles, implying perhaps that no married women work. The young single girl is portrayed as well-educated, well-groomed, attractive and sophisticated, but not independent or eminent or successful. As a semi-professional, the female is a cafeteria worker, factory worker, cook, clerk, flower vendor, gypsy, fat lady in a circus or as a streetcar conductor. This restricted employment picture is unfair, for research has shown that females have characteristics which correlate highly with skills required for high level executive positions.[112]

From an early age, females show greater interest in this position than most males. However, they select careers which will place them in subordinate positions. In roles of executive leadership, they will still subordinate themselves to male executives in dominance-conflict situations. In addition, research has shown there is no difference between females and males in the traits of verbal productivity, fluency, ability, and originality.[113] When differences have been obtained, the female was superior in these traits and not the male. Houseman explained this behavior by saying that society has fashioned a sex-role stereotype in which women are expected to work in subordinate positions.[114]

The married female is also seen as subordinate, performing dull and uninteresting and home-related tasks. She is unemployed and carries the image of the middle-class, socially active housewife. As girl friends or mothers of teenage boys, she has unpleasant characteristics or is an unrealized person. Occasionally, female characters have been seen as deficient in the comprehension of the other person's point of view and as a symbol of evil.[115]

One explanation for the portrayal of the female with unpleasant

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[110] Ibid., p. 185. [111] Ibid., p. 127. [112] Ibid., p. 248.

[113] Ibid., p. 205. [114] Ibid. [115] Ibid.

characteristics may be that in the middle-class home, the mother is the disciplinarian during the adolescent period, a time when, in our American society we do not have any clearly prescribed form of adolescent behavior for making the change from childhood into adulthood.[116] The adolescent begins to take matters into his own hands and becomes increasingly independent.[117] The peer group dominates the lives of the adolescents and the conflict between the peer and the adult codes increases.[118] Because of this, the adolescents are in frequent conflict with their parents.[119] If the female is the disciplinarian, enforcing the adult code, she is the one who perhaps comes into the most frequent conflict with the adolescent. This conflict and the unpleasantness accompanying it may then be expressed in books meant for the adolescent and the adult readers. The possibility that the fictional picture of the human female image may be a distorted one has been mentioned by several investigators.

The female image, animal and inanimate, was seldom mentioned. Animals with human characteristics and anthropomorphized figures such as toys, flowers, trains, buses, and pancakes appear in many folk tales. It appears that animals are less typed by sex in the new editions of the reading texts.

The female image--human, animal, and inanimate--in selected adult books, children's encyclopedias, children's trade books and in textbooks used for English, Reading, Social Studies and Science, is a minor one. In text and illustrations, prose and poetry, in new editions as well as old, the material is masculine in focus.

The conclusion is that the literary female image--human, animal, and inanimate--is rarely seen and when seen, this fictional and nonfictional picture presents the female's behavior, traits, employment, and environment in a limited and perhaps limiting manner.

At this point, the relevancy of this summary to the present study of the female image in the Caldecott Medal Award Books may be emphasized.

When considering the studies dealing with the Caldecott Books, the investigator judged that one study used a sample of books from only five years of publication, one study investigated only the illustrations and one study failed to establish an inter-rater reliability for the content analysis instrument used in the procedure. No study determined the content validity of the hypotheses used for determining the extent of the stereotyping of the female image. No study completely dealt with the human, animal, and inanimate female image in the total population of the Caldecott Books. No study considered all the texts and illustrations in the total population.

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[116] Ibid., p. 105; see also Robert Biehler, Psychology Applied to Teaching (New York: Houghton Mifflin, 1971), pp. 130-131.

[117] Biehler, op. cit., p. 138.

[118] Ibid., p. 136.

[119] Ibid., p. 138.

Thus, it seemed appropriate for a dissertation to be developed: 1) which established the content validity of the definitions used in the hypotheses dealing with the human, animal, and inanimate female image in the Caldecott Books; 2) which established an inter-rater reliability for the instrument used in the content analysis procedures; and 3) which investigated the total female image in both the texts and illustrations of the total population of the Caldecott Medal Award Books from 1938 through 1974.

It was hypothesized in Chapter One that the Caldecott Medal Award Books portray the human, animal, and inanimate characters who are subordinate to the other sex a) in text and b) illustrations more often as females than as males. To be free of the stereotype of the female as subordinate to the other sex, the female characters in the books should not be portrayed as subordinate to the other sex more often than the male characters.

It was also hypothesized that the human, animal, and inanimate characters who are failure-oriented in the a) text and b) illustrations were portrayed more often as females than as males. To be free of the stereotyping of the female as the one who fails, the female characters in the books should not be portrayed as failing more often than the male characters.

It was hypothesized that the human, animal, and inanimate characters who are the nurturer of the family in a) text and b) illustrations were portrayed more often as females than as males. To be free of the stereotype of the female as the nurturer of the family, the female characters in the books should not be portrayed more often as the nurturer than the male characters.

It was hypothesized that the human, animal, and inanimate characters who were the disciplinarians in the a) text and b) illustrations were portrayed more often as females than as males. To be free of the stereotype of the female as the disciplinarians, the female characters in the books should not be portrayed more often as the disciplinarian than the male characters.

It was hypothesized that the human, animal, and inanimate characters seen in the home environment in a) text and b) illustrations were portrayed more often as females than as males. To be free of the stereotyping of the female as in the home environment, the female characters in the books should not be portrayed as being in the home environment more often than the male characters.

It was hypothesized that the human, animal, and inanimate characters who were subordinate in business and in the professions in the a) text and b) illustrations were portrayed more often as females than as males. To be free of the stereotyping of the female as subordinate in business and in the professions, the female characters in the books should not be portrayed as subordinate more often than the male characters.

It was also hypothesized that the human, animal, and inanimate characters who were the caretakers of the home in the a) text and b) illustrations would be portrayed more often as females than as males. To be free of the stereotype of the female as the caretaker of the home, the female characters

in the books should not be portrayed as the caretaker more often than the male characters.

This condensation of the review of the literature is pertinent to a study of the behaviors ascribed to the female image in the Caldecott Medal Award Books. In this study, the role of the female was examined in the Caldecott materials to ascertain if these award winning books perpetuate the image of the female as subordinate to the other sex, as one who fails, as the nurturer, the disciplinarian, the caretaker of the home, as being seen mainly in the home environment and when working, as subordinate in business and in the professions.

Chapter Five of this report addresses itself to the results of this examination.

CHAPTER THREE

Frog went a-courtin', he did ride,
Sword and pistol by his side.
When upon his high horse set,
His boots they shone as black as jet,
He rode right up to mouse's hall,
Where he most tenderly did call:
"Oh, Mistress Mouse, are you within?"
"Yes, kind frog, I set to spin."
He took Miss Mousie on his knee,
"Pray, Miss Mouse, will you marry me?"
"Without my Uncle Nat's consent,
I would not marry the President!"

Edited by John Langstaff
Illustrated by Fedor Rojankovsky
Frog Went A-Courtin'
Caldecott Medal Winner, 1956

RESEARCH DESIGN

In order to ascertain the data and the findings reported in this study the following procedures were completed:

1. The investigator determined that the Caldecott Medal Award winning books from 1938 through 1974 would comprise the population of this study.

2. The investigator determined the content validity of the definitions used in the hypotheses. An authoritative panel of five (5) sociology professors judged the set of definitions representing the sex-role behaviors studied against the hypotheses of the study to determine the adequacy of the hypotheses to cover the area of the stereotyping of the female image.[120]

3. To test the hypotheses of the study, the investigator designed a form, The Content Analysis Form for the Female Image (CAFFI)

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[120]Dr. G. Lewis, University of the Pacific, Stockton, California; Dr. E. H. Brimberry, San Joaquin Delta Community College, Stockton, California; Dr. Milton Barron, Dr. S. John Dakowich and Dr. William York, California State University, Fresno, California.

on which to record the frequency representation of the selected sex-role behaviors of the human, animal, and inanimate female image portrayed in the thirty-seven (37) Caldecott Medal Award Books.

4. Four (4) doctoral students from the School of Education at the University of the Pacific, Stockton, California, were asked to assist the investigator in assessing the reliability of the instrument.[121]

5. Following a training session, the reviewers and the investigator used the instrument to analyze the total pages from one of the Caldecott Medal Award Books drawn at random.

6. It was determined that the most useful statistical test to determine the inter-rater reliability was an analysis of variance.[122] The test revealed a reliability value of .93.

7. The investigator used the instrument to record the frequency counts of the sex role behaviors assessed as present in each of the Caldecott Award Medal Books. The investigator followed no order in choosing which books to read. The date of publication, the setting of the story, the characters, the author and illustrator were not considered in an attempt to objectively assess the sex-role behavior content in random order.

8. The investigator determined percentage breakdowns for each book. The total number of times each sex-role behavior was found in each book was used as a numerator. The total number of times each sex-role behavior was found in the total for all books was the denominator. The fractions were converted to percentage breakdowns representing a) the proportion of times a sex-role behavior occurred in the text of one book when compared with this same sex-role behavior in the texts of all books, b) the proportion of times a sex-role behavior occurred in the illustrations of one book when compared with this same sex-role behavior in the illustrations of all the books.

9. The investigator determined the percentage breakdowns for all books. The total number of times each sex-role behavior was found performed by human, animal, and inanimate female characters was the numerator. The total number of times each sex-role behavior was found performed by human, animal, and inanimate male characters was a second numerator. The total

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[121] Dr. Virginia Miller, Dr. Alene McDonald, Research Associates, Department of Psychology; Dr. Clifford Oakes, Department of Curriculum and Instruction; Dr. Robert Fritz, Department of Educational Administration.

[122] B. J. Winer, Statistical Principles in Experimental Design (New York: McGraw-Hill, 1962), 672 pp., p. 130.

number of times the sex-role behavior was found performed in all 37 books was the denominator.

10. The raw data were so analyzed and the results reported.

CHAPTER FOUR

In an old house in Paris that was covered with vines
lived twelve little girls in two straight lines.
They left the house at half past nine
in two straight lines in rain or shine.
The smallest one was Madeline.
She was not afraid of mice.
She loved winter, snow and ice.
To the tiger in the zoo
Madeline just said, "Pooh Pooh!"

Ludwig Bemelmans, Madeline's Rescue
Caldecott Medal Winner, 1954

PRESENTATION OF THE COLLECTED DATA

INTRODUCTION

In order to make an analysis of the data, the investigator treated the findings as described in Chapter Three. To calculate the computations necessary to test the hypotheses, a number of contingency tables were prepared.[123] A summary table has been presented on the following pages (See pages 36 and 37). The data dealing with the analysis for text and illustrations tabulating the selected sex-role behaviors of the human, animal, and inanimate female and male characters which relate to each hypothesis are presented together and are ordered as follows: Column one (1): the sex-role behavior was identified; Column two (2): the sex of the character was identified; Columns three, four and five (3, 4, 5): the frequency and percentage breakdown for the human, animal, and inanimate female and male characters was recorded for each sex-role behavior; and Column six (6): the totals in each category were recorded in frequency and percentage breakdowns.

Since the entire population was sampled, the tests of the hypotheses required only a combined frequency of the obtained proportions to produce a finding.

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[123]Roberts, op. cit., pp. 178, 186, 193, 205, 214, 221, 233, 240, 247, 257, 265, 272, 283, 291, 298, 308, 316, 323, 332, 334, 345, 354.

HUMAN, ANIMAL, AND INANIMATE CHARACTERS IN TEXT AND ILLUSTRATIONS IN ALL BOOKS

When examining Table 2 on pages 36 and 37, the reader can determine that the researcher judged the human, animal, and inanimate female image in the text of all books to be subordinate to the other sex in 41 instances, which was 82.00 percent of the time. The human, animal, and inanimate male image was judged as subordinate to the other sex in the text for all books nine times, or 18.00 percent of the time.

Since the percentage value which showed the human, animal, and inanimate female characters as subordinate to the other sex in the text for all books was 82.00, which was higher than the value of 18.00, which was the percentage for the human, animal, and inanimate male characters who were subordinate to the other sex in the text for all books, hypothesis one (1) was accepted.

Accepted: 1. The Caldecott Medal Award Books portray the human, animal, and inanimate characters who are subordinate to the other sex in the text more often as females than as males

Using the method described above for reading the table, the following determination relating to each hypothesis was made:

Accepted: 2. The Caldecott Medal Award Books portray the human, animal, and inanimate characters who are subordinate to the other sex in the illustrations more often as females than as males.

Rejected: 3. The Caldecott Medal Award Books portray the human, animal, and inanimate failure-oriented characters in the text more often as females than as males.

Accepted: 4. The Caldecott Medal Award Books portray the human, animal, and inanimate failure-oriented characters in the illustrations more often as females than as males.

Accepted: 5. The Caldecott Medal Award Books portray the human, animal, and inanimate nurturer of the family in the text more often as females than as males.

Accepted 6. The Caldecott Medal Award Books portray the human, animal, and inanimate nurturer of the family in the illustrations more often as females than as males.

Rejected: 7. The Caldecott Medal Award Books portray the human, animal, and inanimate disciplinarians in the text more often as females than as males.

Rejected: 8. The Caldecott Medal Award Books portray the human, animal, and inanimate disciplinarians in the

Table 2

Frequency and Percentage Breakdowns for the Human, Animal and Inanimate Characters in All Categories of the Content Analysis of the Caldecott Medal Award Books, 1938-1974

CATEGORY	SEX	HUMAN CHARACTERS	ANIMAL CHARACTERS	INANIMATE CHARACTERS	TOTALS
Subordinate to the Other Sex in Text	FE	f = 31 % = 62.00	f = 9 % = 18.00	f = 1 % = 2.00	f = 41 % = 82.00
	MA	f = 5 % = 10.00	f = 4 % = 8.00	f = 0 % = 0.00	f = 9 % = 18.00
Subordinate to the Other Sex in Illustrations	FE	f = 8 % = 53.30	f = 5 % = 33.40	f = 0 % = 0.00	f = 13 % = 86.70
	MA	f = 0 % = 0.00	f = 2 % = 13.30	f = 0 % = 0.00	f = 2 % = 13.30
Failure Oriented in Text	FE	f = 36 % = 40.00	f = 2 % = 2.20	f = 3 % = 3.30	f = 41 % = 45.50
	MA	f = 26 % = 29.00	f = 21 % = 23.30	f = 2 % = 2.20	f = 49 % = 54.50
Failure Oriented in Illustrations	FE	f = 15 % = 46.80	f = 0 % = 0.00	f = 2 % = 6.30	f = 17 % = 53.10
	MA	f = 4 % = 12.50	f = 9 % = 28.10	f = 2 % = 6.30	f = 15 % = 46.90
Nurturer in Text	FE	f = 35 % = 40.20	f = 23 % = 26.60	f = 1 % = 1.10	f = 59 % = 67.90
	MA	f = 20 % = 22.90	f = 8 % = 9.20	f = 0 % = 0.00	f = 28 % = 32.10
Nurturer in Illustrations	FE	f = 31 % = 49.20	f = 14 % = 22.20	f = 7 % = 11.10	f = 52 % = 82.50
	MA	f = 9 % = 14.30	f = 2 % = 3.20	f = 0 % = 0.00	f = 11 % = 17.50
Disciplinarian in Text	FE	f = 18 % = 36.80	f = 3 % = 6.10	f = 0 % = 0.00	f = 21 % = 42.90
	MA	f = 24 % = 48.90	f = 4 % = 8.20	f = 0 % = 0.00	f = 28 % = 57.10
Disciplinarian in Illustrations	FE	f = 4 % = 26.70	f = 0 % = 0.00	f = 0 % = 0.00	f = 4 % = 26.70
	MA	f = 9 % = 60.00	f = 2 % = 13.30	f = 0 % = 0.00	f = 11 % = 73.30

Table 2 (continued)

CATEGORY	SEX	HUMAN CHARACTERS	ANIMAL CHARACTERS	INANIMATE CHARACTERS	TOTALS
Caretaker of the Home in Text	FE	f = 65 % = 62.50	f = 7 % = 6.70	f = 0 % = 0.00	f = 72 % = 69.20
	MA	f = 26 % = 25.00	f = 6 % = 5.80	f = 0 % = 0.00	f = 32 % = 30.80
Caretaker of the Home in Illustrations	FE	f = 61 % = 57.60	f = 8 % = 7.50	f = 0 % = 0.00	f = 69 % = 65.10
	MA	f = 28 % = 26.40	f = 9 % = 8.50	f = 0 % = 0.00	f = 37 % = 34.90
In the Home Environment in Text	FE	f = 118 % = 34.00	f = 53 % = 15.30	f = 19 % = 5.50	f = 190 % = 54.80
	MA	f = 105 % = 30.20	f = 52 % = 15.00	f = 0 % = 0.00	f = 157 % = 45.20
In the Home Environment in Illustrations	FE	f = 188 % = 34.05	f = 110 % = 19.93	f = 20 % = 3.62	f = 318 % = 57.60
	MA	f = 139 % = 25.20	f = 95 % = 17.20	f = 0 % = 0.00	f = 234 % = 42.40
Subordinate in Business and in Professions in Text	FE	f = 1 % = 100.00	f = 0 % = 0.00	f = 0 % = 0.00	f = 1 % = 100.00
	MA	f = 0 % = 0.00	f = 0 % = 0.00	f = 0 % = 0.00	f = 0 % = 0.00
Subordinate in Business and in Professions in Illustrations	FE	f = 1 % = 100.00	f = 0 % = 0.00	f = 0 % = 0.00	f = 1 % = 100.00
	MA	f = 0 % = 0.00	f = 0 % = 0.00	f = 0 % = 0.00	f = 0 % = 0.00

illustrations more often as females than as males.

Accepted: 9. The Caldecott Medal Award Books portray the human, animal, and inanimate caretaker of the home in the text more often as females than as males.

Accepted: 10. The Caldecott Medal Award Books portray the human, animal, and inanimate caretaker of the home in the illustrations more often as females than as males.

Accepted: 11. The Caldecott Medal Award Books portray the human, animal, and inanimate characters in the home environment in the text more often as females than as males.

Accepted: 12. The Caldecott Medal Award Books portray the human, animal, and inanimate characters in the home environment in the illustrations more often as females than as males.

Accepted: 13. The Caldecott Medal Award Books portray the human, animal, and inanimate subordinate characters in business and in the professions in the text more often as females than as males.

Accepted: 14. The Caldecott Medal Award Books portray the human, animal, and inanimate subordinate characters in business and in the professions in the illustrations more often as females than as males.

Thus, in the text of these award winning picture story books, the human, animal, and inanimate characters who were subordinate to the other sex, who were the nurturers of the family, who were the caretakers of the home, who were shown in the home environment, and who were subordinate in business and in the professions were portrayed more often as females than as males.

In the illustrations of these award winning picture story books, the human, animal, and inanimate characters who were subordinate to the other sex, who were failure-oriented, who were the nurturers of the family, who were the caretakers of the home, who were shown in the home environment, and who were shown to be subordinate in business and in the professions, were portrayed more often as females than as males.

In the text of these books, the human, animal, and inanimate characters who were failure-oriented and who were the disciplinarians were portrayed more often as males than as females.

In the illustrations of these books, the human, animal, and inanimate characters who were the disciplinarians were portrayed more often as males than as females.

CHAPTER FIVE

We keep a dog to watch the house,
A pig is useful, too
We keep a cat to catch a mouse,
But what can we do
With a girl like you?

Translated from the Chinese by
Isaac Victor Headland from
Mei Li by Thomas Handforth
Caldecott Medal Winner, 1939

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study, to be reviewed in this section, "Conclusions Drawn from the Investigation," should be viewed with the following limitations about generalizing in mind:

1. Readers should only generalize conclusions and implications drawn from this study to the Caldecott Medal Award Winners and to the stereotyping of the female image as determined by the method employed by the investigator.

2. Readers should only generalize conclusions and implications drawn from this study to characteristics similar to those described in the Caldecott Medal Award Winning books.

3. Readers should be aware in generalizing the conclusions and implications drawn from this study that one educator was responsible for the investigation. In order that the study could be replicated with other books, a detailed presentation of the procedures which were followed in the content analysis were given in Chapter Three.

4. Readers should generalize conclusions and implications drawn from this study only to a content analysis method using these award winning books, which were selected by criteria employed by the Children's Services Division of the American Library Association.

CONCLUSIONS

Other than the specific findings cited in the last section, the

researcher drew the following conclusions as a result of this study of the female image:

1. It would seem apparent that in the text content analysis of these books, a reader may view the female characters more often than the male characters as being subordinate to the other sex, as being the nurturer of the family, as being the caretaker of the home, as being seen mainly in the home environment and as being subordinate in business and in the professions.

2. It would seem apparent that in the illustration content analysis of these books, a reader may view the female characters more often than the male characters as being subordinate to the other sex, as being failure-oriented, as being the nurturer of the family, as being the caretaker of the home, as being seen mainly in the home environment and as being subordinate in business and in the professions.

3. It would seem apparent that from the text content of these books, a reader could interact with the words which represent male characters more often than female characters as failure-oriented and as the disciplinarians.

4. It would seem apparent that in the illustrations of these books, a reader may view the male characters as disciplinarians more often than female characters.

5. It would seem apparent that the human female character (and not the animal and inanimate female character) was the representation used most often in the text to present the sex role behaviors of being subordinate to the other sex, as being the nurturer of the family, as being the caretaker of the home, as being seen mainly in the home environment and as being subordinate in the business and in the professional world.

6. It would seem apparent that the human female character (and not the animal and inanimate female character) was the representation used most often in the illustrations to present the sex role behaviors of being subordinate to the other sex, as being failure-oriented, as being the nurturer of the family, as being the caretaker of the home as being seen mainly in the home environment and as being subordinate in business and in the professions.

7. It would seem apparent that the human male character (and not the animal or inanimate male character) was the representation used most often in the text to present the sex role behavior of being the disciplinarians and being failure-oriented.

8. It would seem apparent that the human male character (and not the animal or inanimate male character) was the representation used most often in the illustrations to present the sex role behavior of the disciplinarians.

9. It would seem apparent that in texts and illustrations, the Caldecott Medal Award Books are not free of the stereotyping of the female image.

10. It would seem apparent that these books stereotype the female image by presenting the human, animal, and inanimate characters more often as females than as males in the following sex-role behaviors: a) being subordinate to the other sex, b) being the nurturer of family, c) being the caretaker of the home, d) being seen mainly in the home environment, and e) being subordinate in business and in the professions.

11. It would seem apparent that the books are free of the stereotyping of the female image as the disciplinarian.

12. It would seem apparent that these books were judged basically free of the stereotyping of the female image as failure-oriented in the texts.

13. It would seem apparent that in the illustrations of these books, the female image was stereotyped as failure-oriented.

14. It would seem apparent that the investigator's perceptions of the stereotyping of the female characters as measured by the content analysis procedure for the text occasionally differed from the investigator's perceptions of the female image in the illustrations.

15. It would seem apparent that the instrument designed for measuring the female image in the selected books was comprehensive yet concise enough to do an adequate job of determining the frequency of the sex-role behaviors sought.

16. It would seem apparent that some of the identified sex-role behaviors were present in all of the books examined; all of the sex-role behaviors sought were never presented in the majority of the books analyzed.

17. It would seem apparent that the books with the greatest frequency of the sex-role behavior studied for female characters were set in the home environment.

18. It would seem apparent that some of the books did not contain many sex-role behaviors overall, but gave a strong emphasis to only one or two sex-role behaviors.

19. It would seem apparent that the Committee which chooses the Caldecott Medal Award Books does so on the basis of illustrative merit rather than for sex-role behaviors.

20. It would seem apparent that if one assumes that the Caldecott Medal Award Winners are not stereotyping the female image, this assumption can be challenged.

SUMMARY STATEMENT

It would appear that the data revealed in Table 2 (see pages 36 and 37) show that when considering the seven (7) sex-role behaviors studied in this investigation, the researcher determined that the text of Caldecott Medal Award Winning books stereotyped the human, animal, and inanimate female image in six (6) out of seven (7) categories studied and that the illustrations stereotyped the female image in seven (7) out of seven (7) categories studied.

RECOMMENDATIONS FOR FURTHER STUDY

The researcher believes that this investigation has indicated the need for additional study in the areas of children's literature as they relate to the stereotyping of the female image. Since the examination of the human, animal, and inanimate female image in children's literature is a relatively unresearched area, it is hoped that the findings of this study will help to motivate others to conduct analyses in this field. The following specific suggestions are thought to be the most important by the investigator:

1. that descriptive research be performed to examine possible stereotyping of the human, animal, and inanimate female image in children's books other than the Caldecott Medal Award Books which are produced by commercial companies.

2. that this study be replicated using modified content analysis instruments with future Caldecott Medal Award Books.

3. that experimental studies be conducted with Caldecott Medal Award Books to determine their effect in altering viewer attitudes, cognition, and social behavior.

4. that descriptive and experimental studies be performed to explore the fundamental difference between the act of reading a text and that of viewing the illustration.

5. that data be collected on other rater variables such as academic ability, attitudes, interests, language facility, family, race, and sex in an effort to confirm any relationships between these variables and the stereotyping of the role of the female image in the Caldecott Medal Award Books.

6. that a larger sample of raters and jury members be utilized in connection with a replication of this study.

7. that a replication of the study be performed employing different hypotheses which are suggested by the literature pertinent to the stereotyping of the female image. Areas such as artistic, bravery, creativity, curiosity, dependence, industriousness, mechanical aptitude, talkativeness, same-sex friendships, sportsmanship, other-sex friendships, and self-respect need

further exploration.

8. that a cross-validation study be performed to determine if children's perceptions of the stereotyping of the female image in the Caldecotts differ from the investigator's perceptions of the stereotyping of the female image as measured by the content analysis form (CAFFI).

SUMMARY

The current study has answered certain questions about the frequency and percentage representation of the human, animal, and inanimate female image as it has been judged as stereotyped in the Caldecott Medal Award Books. It is hoped this investigation will prove to be valuable to authors, editors, employers, equal rights committees, illustrators, librarians, parents, publishers, the general public, social scientists, task force committees, textbook committees, teachers and teacher-aides as a means of sharpening their perceptions of the stereotyping of the human, animal, and inanimate female image which has been and is currently being presented to children in the Caldecott Medal Award Books.

However, other unanswered questions have been exposed by this investigation, which has been restricted to a small portion of the entire field of children's literature. The area of the stereotyping of the female image--human, animal, and inanimate--in children's literature has seen little research. Hopefully this investigation may prove to be only one of numerous other studies dealing with the stereotyping of the human, animal, and inanimate female image in books.

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